

Internationalization of Higher Education in the Middle East

An IIE/AIEA Pre-Conference Workshop

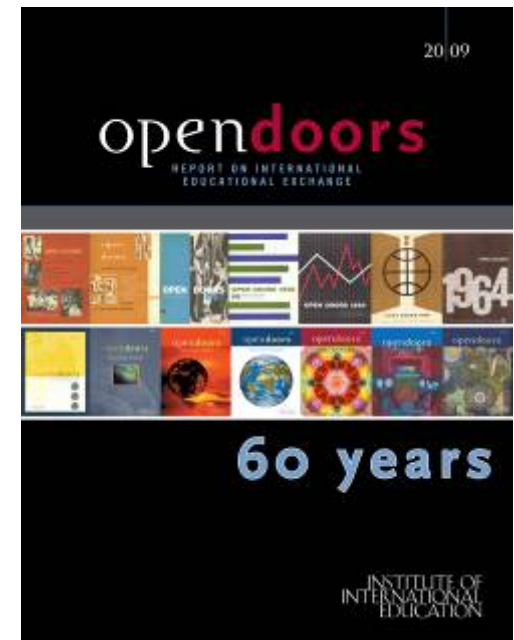
February 14, 2010, 1-5pm
AIEA Annual Conference
Washington, DC

Overview

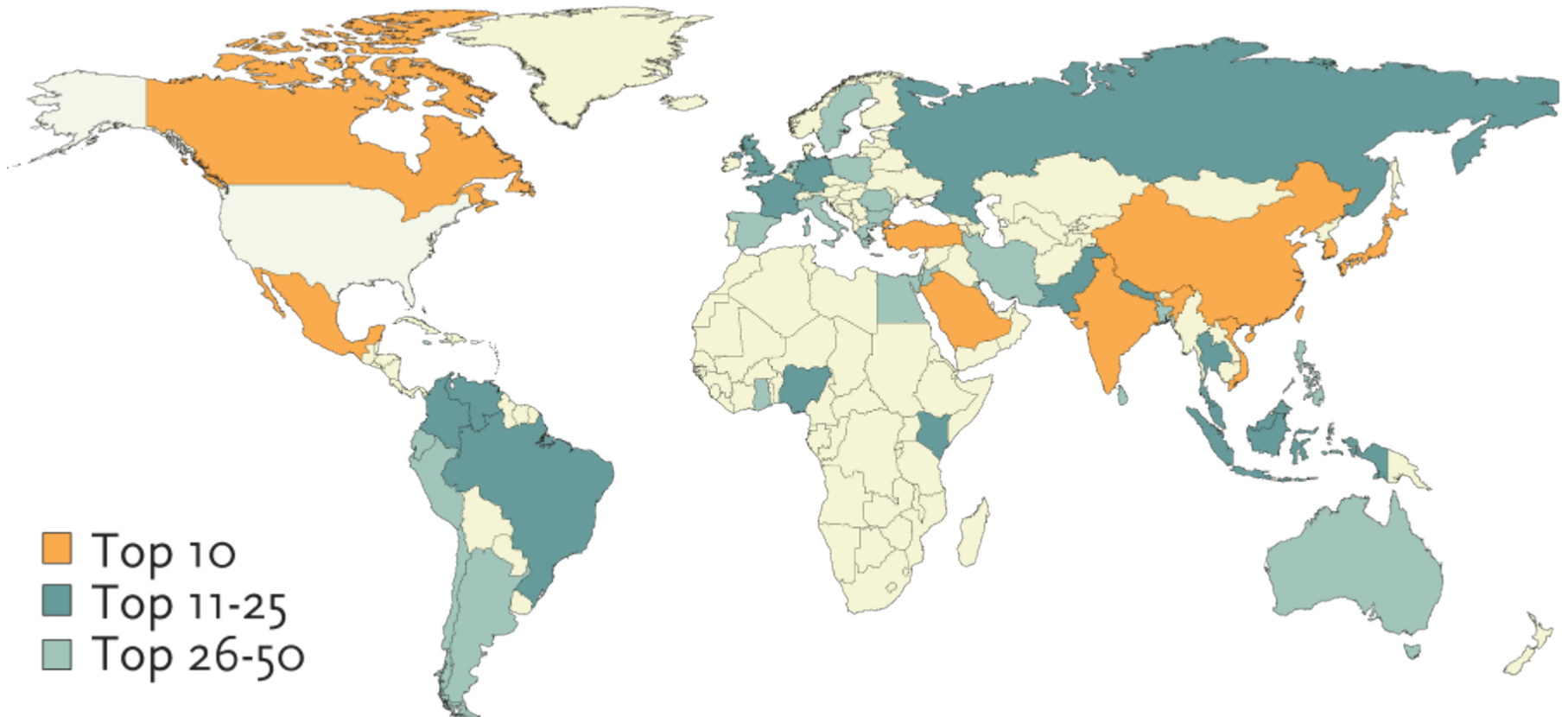
- Introductions and goals; format
- A look at the numbers and student flows between the Middle East and the U.S.
- Current developments in the region and in ME institutions
 - Group exercise session
- U.S. education abroad in the region
- Responses and resources

What is *Open Doors*?

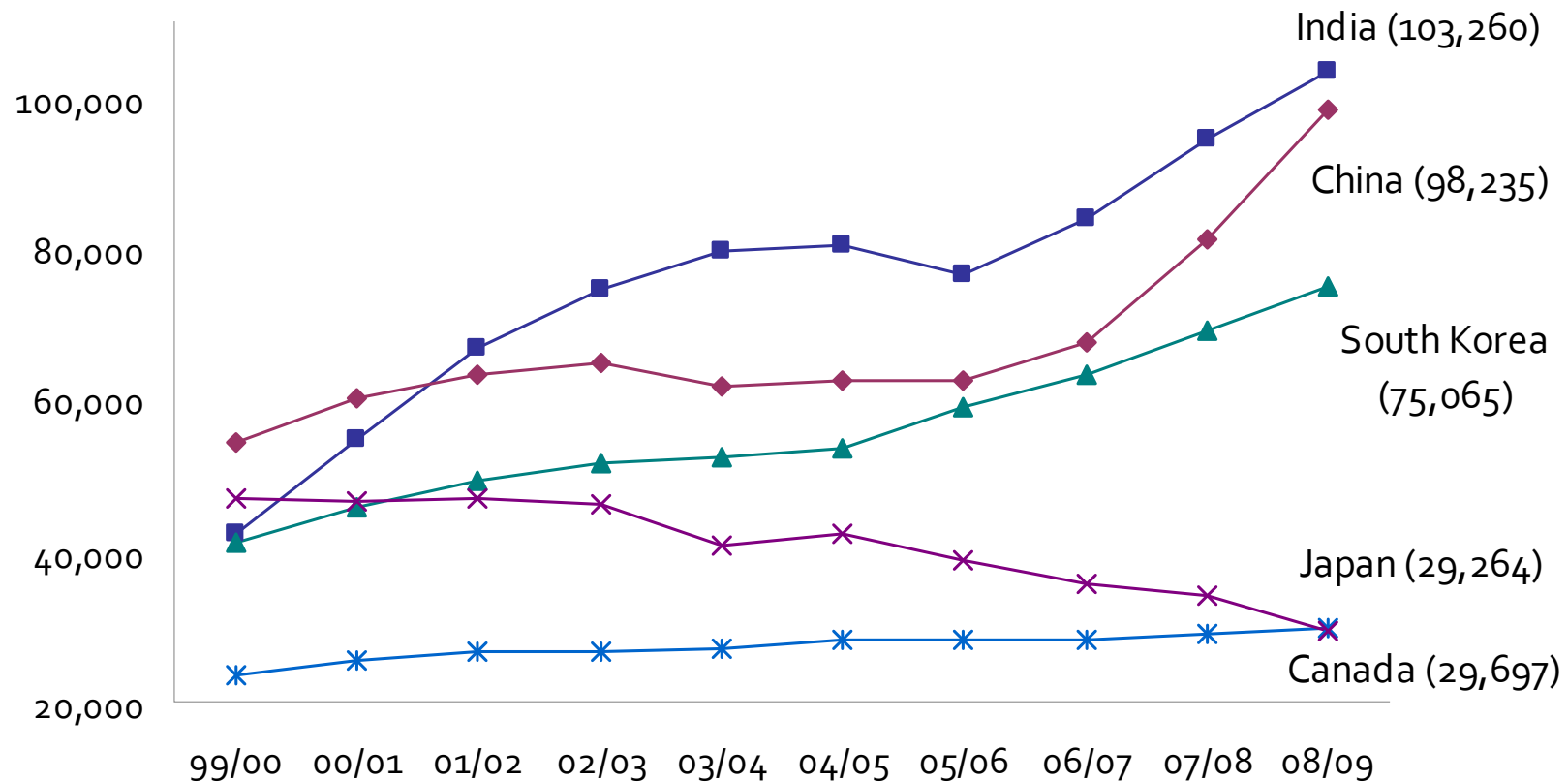
- State Department supported grant to collect data on international activity at U.S. colleges and universities
- Print report and website (opendoors.iienetwork.org)
- 60 years of data on:
 - International students in the U.S.
 - Americans studying abroad
 - International faculty and professors
 - Intensive English programs
 - Special topics of interest



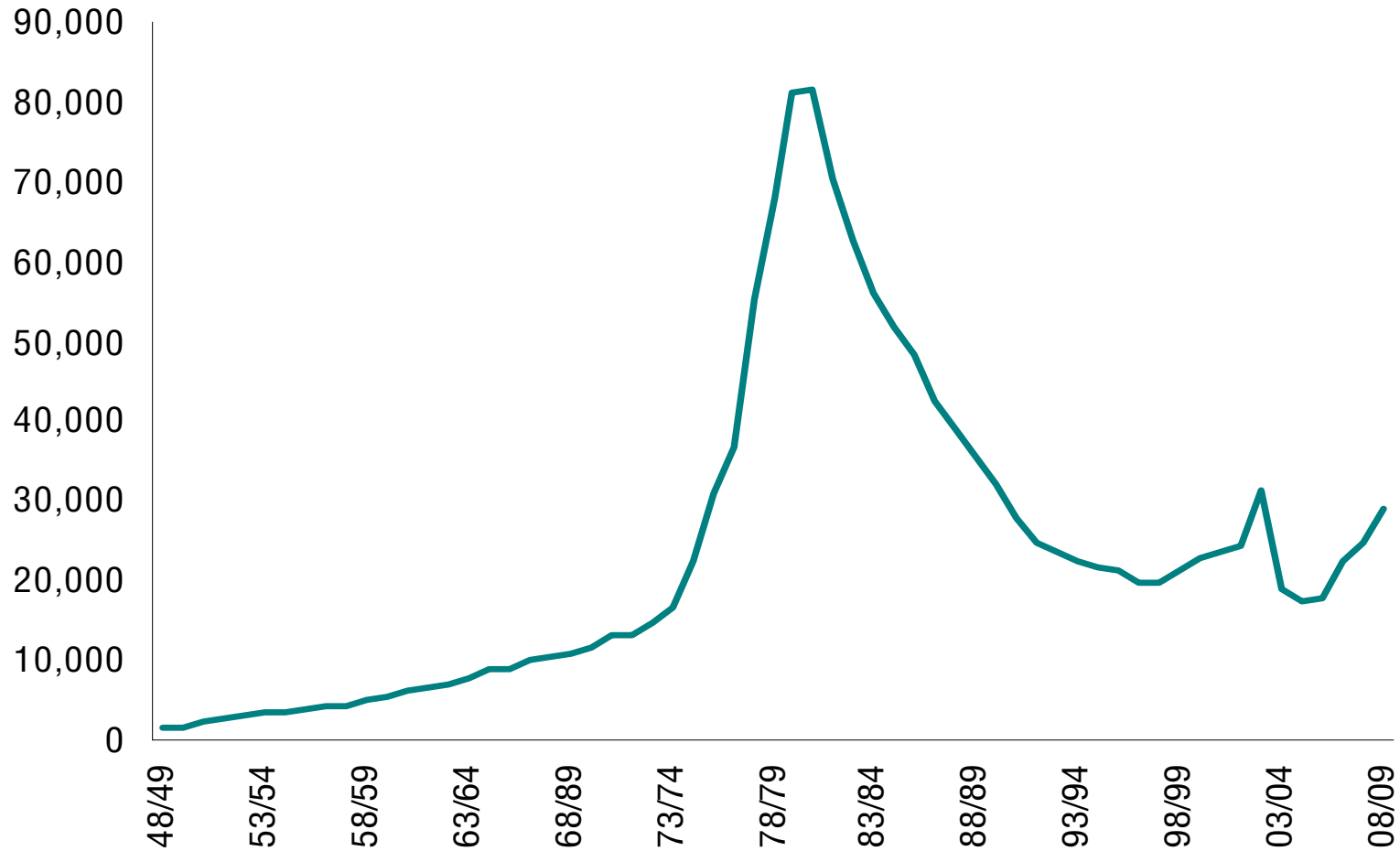
Top Places of Origin, 2008/09



Trends - Top Five Places of Origin in 2008/09



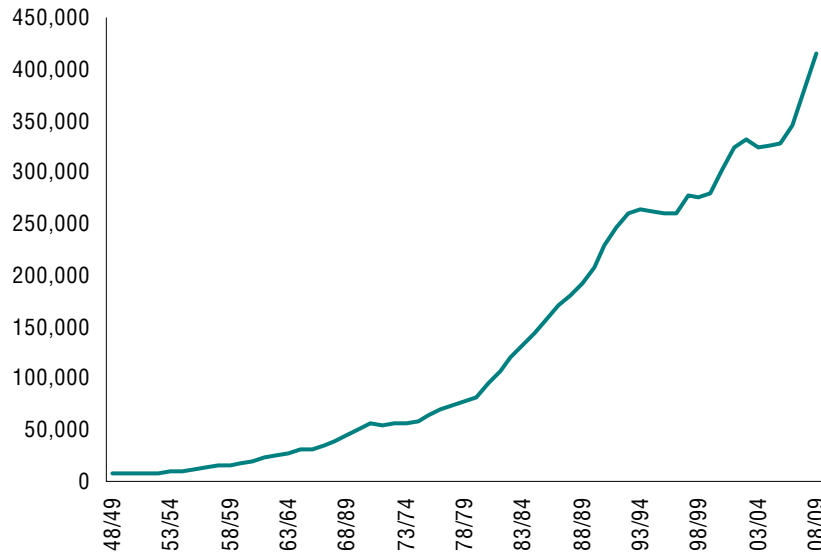
Int'l. Students in the US from the Middle East



Top 10 Places of Origin – Middle East

<u>Place of Origin</u>	<u>2008/09 Total</u>	<u>Regional % of Total</u>	<u>% Change from 07/08</u>	<u>% Change from 03/04</u>
Middle East Total	29,140	100.0	17.7	54.2
Saudi Arabia	12,661	43.4	28.2	259.6
Iran	3,533	12.1	15.5	52.2
Israel	3,060	10.5	1.9	-11.9
Jordan	2,225	7.6	23.7	20.1
Kuwait	2,031	7.0	11.4	10.0
Lebanon	1,823	6.3	0.9	-16.3
United Arab Emirates	1,218	4.2	23.9	-2.4
Qatar	463	1.6	34.2	30.8
Syria	454	1.6	-12.2	-18.3
Bahrain	431	1.5	9.4	-2.9

Comparison: Regional Trends – Asia

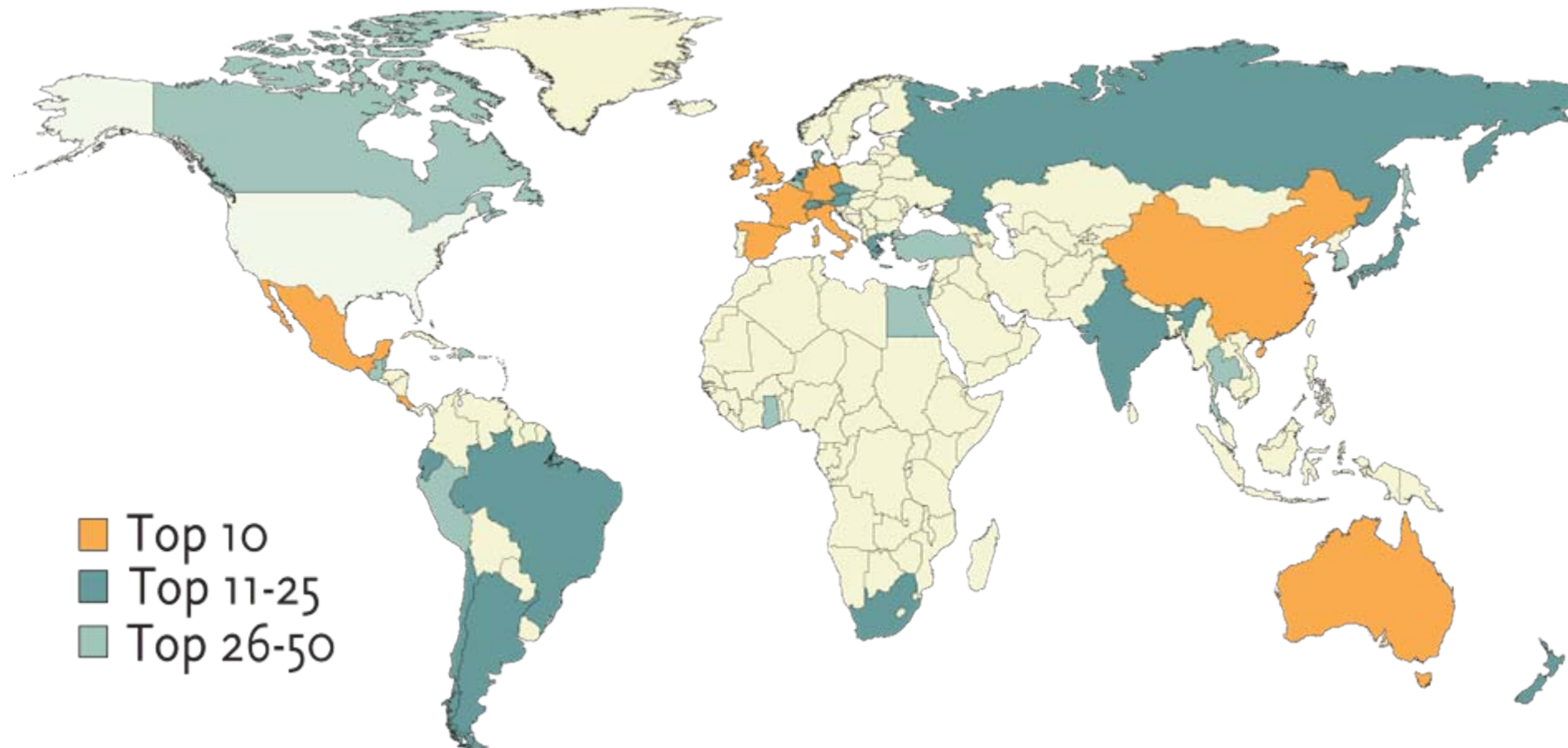


	<u>2008/09</u>	<u>%</u>
Regional Total	415,000	100.0
India	103,260	24.9
China	98,235	23.7
South Korea	75,065	18.1
Japan	29,264	7.1
Taiwan	28,065	6.8

Highlights:

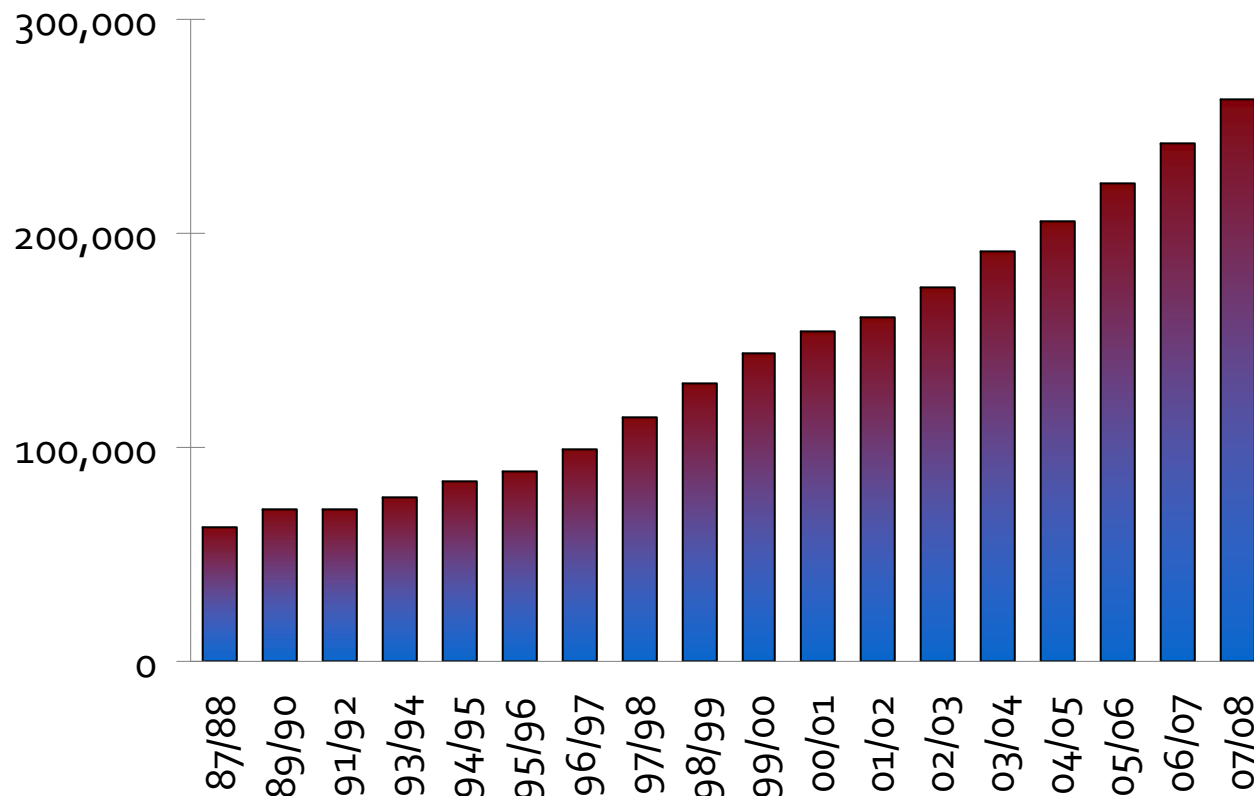
- India and China have been the top two places of origin since 2000/01.
- China showed a much higher rate of increase than India in 2008/09, especially at the undergraduate level.

Top Study Abroad Destinations, 2007/08



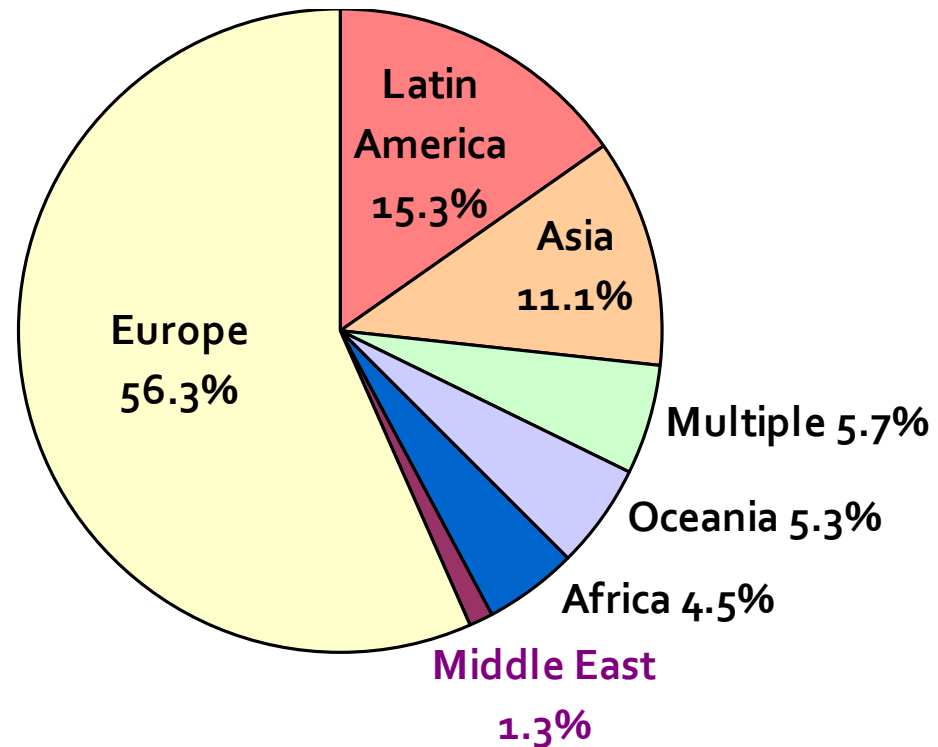
U.S. Study Abroad, 2007/08

A record high **262,416** U.S. students received academic credit for study abroad in **2007/08**, an 8.5% increase over the previous year.



Study Abroad Destinations, 2007/08

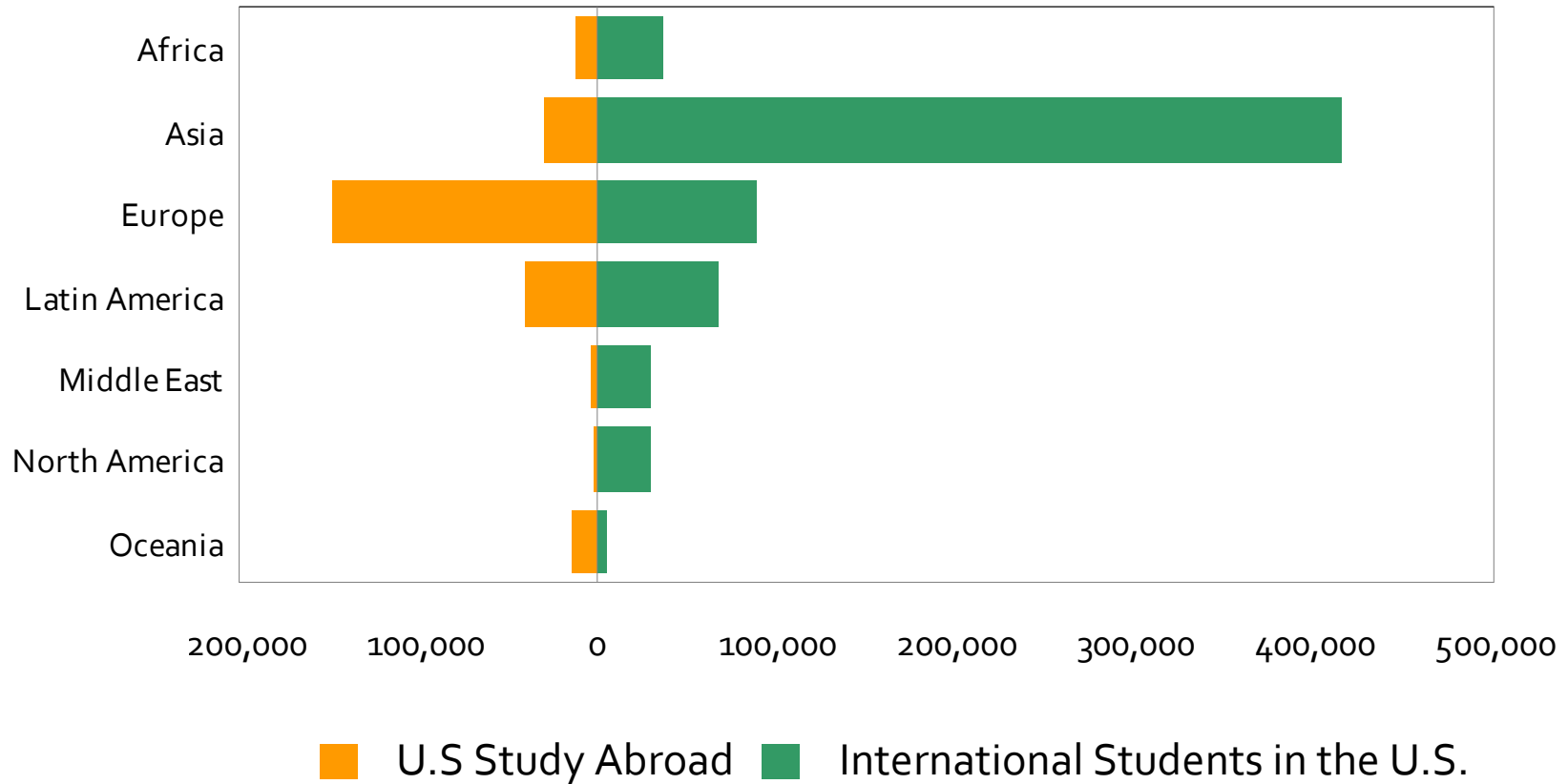
Europe remains the leading host region, with **56%** of the total, but study abroad to **non-traditional destinations** has increased substantially in recent years.



Top 10 Study Abroad Destinations, 2007/08

<u>Rank</u>	<u>Place of Origin</u>	<u>2007/08 Total</u>	<u>Regional % of total</u>	<u>% change from 06/07</u>	<u>% change from 02/03</u>
	Middle East Total	3,362	100.0	21.9	418.8
1	Israel	2,322	69.1	4.3	582.9
2	Jordan	486	14.5	110.4	1,575.90
3	United Arab Emirates	345	10.3	99.4	2,775.00
4	Bahrain	37	1.1	12.1	-
5	Kuwait	35	1.0	1650.0	483.3
6	Oman	33	1.0	57.1	-
7	Lebanon	31	0.9	121.4	121.4
8	Qatar	24	0.7	1100.0	-
9	Syria	22	0.7	4.8	450
10	Yemen	20	0.6	-16.7	1,900.00

Exchange Balance, 2007/08



Five Ways to Connect with IIE

INSTITUTE OF
INTERNATIONAL
EDUCATION

www.iie.org

Information on IIE programs & services



Find us on
Facebook

facebook.com/IIEglobal

Latest updates on IIE news & events

twitter

twitter.com/IIEglobal

Quick alerts on international education news & trends

IIE NETWORK

www.iienetwork.org

Resources for international education professionals

opendoors

opendoors.iienetwork.org

Data on academic mobility to and from the U.S.

An upcoming publication...

"Innovation through Education: Building the Knowledge Economy in the Middle East"

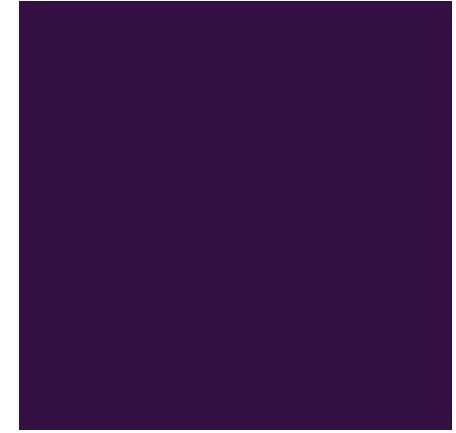
Global Education Research Report #4

May 2010

Published by IIE with support from the AIFS Foundation.

This book will explore how higher education in the Middle East has become more international than ever before, and what this means for student exchange, strategic planning, and building the knowledge economy. The book will include chapters by contributors from academia, nonprofits and beyond. Find out more at www.iiebooks.org.

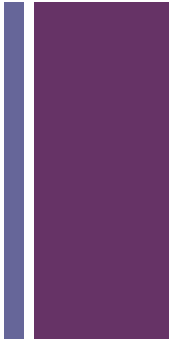
Qatar Foundation International (QFI)



Kent W. Lewis
Director of Programs
klewis@qfi.org

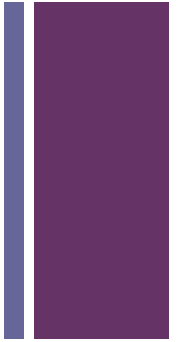
+ What is QFI?

- A new independent U.S. grantmaking foundation (501(c)(3))
- A grantee of the **QATAR FOUNDATION** of Doha
- Mission: “*bridging cultures through education and volunteer service*”





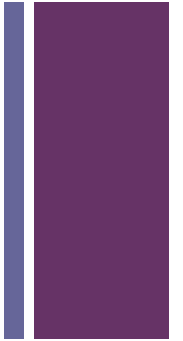
QFI's Likely Operational Areas



- ***Scholarships***
- ***“Global learning”*** —gathering young people from diverse backgrounds in effective learning environments—inside or outside the classroom
- ***Community engagement***—supporting community projects and youth volunteer projects, including those designed by young people themselves
- ***Scope:*** Initially focused on U.S. and Middle East, but will quickly expand to other regions (Far East, Russia are priorities)



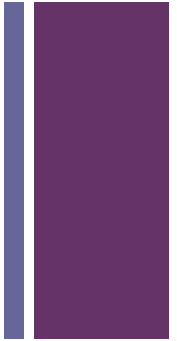
QATAR FOUNDATION (Doha)



- Founded in 1995 by decree of H.H. Sheikh Hamad bin Khalifa Al-Thani, Emir of Qatar
- Chair is H.H. SheikhaMozahBint Nasser Al-Missned
- Mission: *“to prepare the people of Qatar and the region to meet the challenges of an ever-changing world, and to make Qatar a leader in innovative education and research.”*



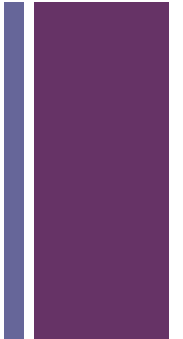
QATAR FOUNDATION PILLARS



- ***Education***: “Education City” is flagship, but also Qatar Academy, Management & Education Research Center, etc.
- ***Science and Research***: national commitment: \$1.5 billion p.a.; Qatar Science & Technology Park, Qatar National Research Fund, Sidra Medical & Research Center, RAND Corporation
- ***Community Development***: e.g. Social Development Center, International Institute for Family Studies, children/youth programming, Reach Out to Asia (ROTA)



QFI, a U.S. grantmaking foundation



Currently developing mission/vision that is complementary, not identical, to QF mission

- Three likely areas of operation: *Scholarships, Global Learning, Community Engagement*
- Initial projects: *Arabic Language & Culture Initiative* – focus on secondary schools and teacher training
- Actively seeking partners and opportunities

*AIEA Preconference Workshop
Internationalization of Higher Education in the Middle East*

**FACULTY EXCHANGE
with
MIDDLE EAST/NORTH AFRICA**

*Washington February 14
Gary Garrison, Senior Program Officer, Asia
Department of Scholar and Professional Programs
Council for International Exchange of Scholars
Institute of International Education (IIE)*

We are here to...

- **Help you leverage Fulbright Scholar programs to implement your campus policies on internationalization**
- **Start a conversation you will continue on your campus: our experience suggests decision makers and administrators need to work together to make Fulbright Scholar grants an effective tool in meeting your goals**

At a Glance

Scholar Mobility to the U.S. by World Region

Visiting Scholars to the U.S.	Total	Fulbright
Asia and the Pacific	53%	46%
Europe	30%	29%
Western Hemisphere	11%	12%
Middle East and North Africa	4%	10%
Sub-Saharan Africa	2%	3%

Top Five Countries Engaged in Fulbright Scholar Exchanges

Academic Year 2008-09	US Scholars	Visiting Scholars	All Scholars
	Germany	China	China
	China	Spain	India
	Japan	Russia	South Korea
	India	Argentina	Japan
	Ireland	Czech Republic/ Korea/Taiwan	Germany
	#19 Egypt	#12 Israel/Morocco #18 Egypt #20 Turkey	#13 Israel #14 Turkey #24 Egypt

Faculty Impact on Study Abroad Participation

- **NSSE 2007 annual report found that an increase of one category in the average importance faculty place on study abroad corresponds to about a 20% increase in student participation in study abroad.**
- **Institute of International Education surveys of applicants to Fulbright Student programs find that roughly 40% identify faculty as their source of information about Fulbright**

Internationalizing a campus

- “Faculty members need to be involved and fully committed to addressing international perspectives within their courses if internationalization is going occur at all.” Donald Hall, “Why Professors Should Teach Abroad,” CHE
- Often overlooked critical dimension
 - Internationalizing curriculum
 - Faculty’s role in curriculum
 - Faculty international experience essential
 - Faculty participation drives student interest

Top Impact Categories of Returned U.S. Fulbright Scholars

When Fulbright Scholars return to the U.S., they ...

<i>Share information about host country with colleagues</i>	99%
<i>Recommend that faculty colleagues apply for Fulbright</i>	91%
<i>Recommend other faculty international experiences</i>	85%
<i>Become more aware of cultural diversity</i>	85%
<i>Encourage students to study abroad</i>	80%
<i>Continue collaboration with colleagues in host country/institution</i>	75%
<i>Incorporate Fulbright experience into curricula or teaching methods</i>	73%
<i>Share information about host country with community groups</i>	72%
<i>Establish exchange partnerships with institutions worldwide</i>	appx 70%

What kind of opportunities are faculty looking for?

- Research
- Research focused on the scholarship of teaching and learning outcomes
- Shorter term and flexible grants that can be taken as multiple visits
- Collaborative opportunities with more than one institutions and more than one country
- Support for dependents (also true for post docs)
- Administrator exchanges

Why do faculty not seek awards abroad?

- Two-career couples
- Low stipend and high cost of living in home and/or host country
- Disruption of children's education
- Lack of support from home institution
- Concern about conditions abroad—housing, health, safety

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What support do faculty need from the administration to encourage them to apply for a Fulbright?

- **Release Time** -- offered as needed or on a set schedule?
 - available to junior, adjunct faculty?
- **Tenure/Promotion**-- does international experience count?
 - teaching activity recognized?
 - tenure clock stopped for jr. faculty?
- **Salary**-- best practice: “top up” Fulbright grants to salary level
- **Benefits**-- are health care, retirement continued?
- **Recognition**-- Fulbright recognized by institution?
 - support for new courses, initiatives, collaborative projects?

Support to host scholars from abroad

- Recognize your strengths in research
- Faculty interest in collaborative research
- Availability of departmental facilities
- Ability to secure cost-sharing when needed
- Plans to add new courses, fields of study that visiting faculty can teach
- Willingness to provide support to families

Fulbright - A World of Scholar Opportunities

- Awards in all academic disciplines
- Area studies specialists may
 - **Deepen knowledge of own region**
 - **Gain cross-regional, comparative perspective on discipline by going to new country**
- Faculty without prior international experience (for example, American Studies specialists) can gain global perspective on discipline

Fulbright Exchanges have many characteristics

- Teaching and Research
- U.S. Scholar Programs and Visiting Scholar Programs
- Senior faculty and Early career faculty
- Area Specialists and Faculty without area experience
- Humanities/Soc. Scis. and STEM fields
- Long-term awards and Short-term awards
- Individual awards and Institutional awards/programs
- Institutional cost-sharing and No/little institutional cost-sharing
- Research universities, liberal arts colleges, community colleges

Combine Fulbright programs to fit your goals

- **U.S. Scholar Programs**

- Individual – long term (53 awards)
- Traditional Program (research, teaching or research/teaching)
- Individual/Institutional – short term (up to 90 awards)
- Specialist Program (teaching, consulting, institutional dev.) (up to 90)
- Foreign Language Teaching Assistants (up to 12)

- **Visiting Scholar Programs**

- Individual – long term
- Traditional Fulbright Visiting Scholar Program (research or teaching) (74)
- Institutional – long term
- Fulbright Scholar-in-Residence Program (teaching) (10 awards)**
- Foreign Language Teaching Assistants (20+ awards)
- Institutional – short-term
- Occasional Lecturer Program (no limit)
- Seminar – Iraq (5 awards – new in 2010)

Resources to help you

On your campus – former and current Fulbright scholars
area studies programs and faculty

On the web -- CIES website, www.cies.org
Directories of past Fulbright scholars and host institutions
Webinars (every Wednesday)
Tips for Applying
Country pages
Sample proposals

At CIES -- Consult with CIES staff
Sponsor a Fulbright faculty workshop by CIES staff
on your campus

IIE's Online Resources

➤ Resources for International Education

- www.iie.org IIE Online
- www.iie.org CIES Online
- <http://flta.fulbrightonline.org/become.html> Foreign Language Teaching Assistantships
- www.opendoors.iienetwork.org Academic Mobility Data to and from the U.S.
- www.iienetwork.org Resources for International Educators
- www.iiebooks.org IIE's Online bookstore
- www.fulbrightonline.org Fulbright Program Website

Discussion

➤ U.S. Higher Education and the Middle East/North Africa

- To initiate programs/exchanges with the Middle East, how does a university begin?
 - Students (American, foreign), language study, departmental agreements, faculty collaboration, Institution-wide agreements; several fronts at the same time?
- American student interest is predominantly in language, humanities, social sciences; M.E. student interest in sciences, engineering, business. Are there contradictions in goals or where resources should be applied?
- How does an institution address concerns of students (and parents) and faculty about exchanges with the Middle East?
- Can small institutions develop exchanges with the M.E. as easily as large ones?

Study Abroad in the Arab World

AIEA/IIE Pre-Conference Workshop

February 14, 2010



Fast Growing Market

- Rapid growth in Arabic Language enrollments
- Increasing interest in the region among students
- Still a minute fraction of study abroad students
- Battling Perceptions
- Other Constraints

Rapid Growth in Arabic Study

Growth of Arabic language enrollment in US colleges and universities

1980	3,387
1986	3,417
1990	3,475
1995	4,444
1998	5,505
2002	10,584
2006	23,974
2010	??????, but surely another increase

Study Abroad in the Arab World

Arab World Total

<u>1999/00</u>	<u>2000/01</u>	<u>2001/02</u>	<u>2002/03</u>	<u>2003/04</u>	<u>2004/05</u>	<u>2005/06</u>	<u>2006/07</u>	<u>2007/08</u>
695	874	505	567	1,032	1,534	2,049	2,191	3,416

Top Five Receiving Countries

Egypt

388	436	241	303	573	807	983	1,100	1,466
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Morocco

132	245	170	191	298	339	370	491	719
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Jordan

86	83	37	29	65	171	309	231	486
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UAE

5	5	7	12	20	84	146	173	345
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Tunisia

59	69	20	0	11	29	54	63	173
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Non-Arab Middle East

<u>1999/00</u>	<u>2000/01</u>	<u>2001/02</u>	<u>2002/03</u>	<u>2003/04</u>	<u>2004/05</u>	<u>2005/06</u>	<u>2006/07</u>	<u>2007/08</u>
Cyprus								
15	37	77	10	38	2	7	0	0
Israel								
3,898	1,248	1,031	340	665	1,617	1,981	2,226	2,322
Turkey								
99	234	129	228	200	454	694	924	1,172
Non-Arab Middle East Total								
4,012	1,519	1,237	578	903	2,073	2,682	3,150	3,494



The Numbers in Perspective

- Only one country in the region (Israel) ranks in the top 25 destination countries
- The Arab world as a whole would rank 15th, behind the Czech Republic and just ahead of Austria and India
- As a proportion of the total number the Arab world represents 1.3% and the region as a whole 2.6%



Why So Few?

- Perception of danger
- Relatively few students study Arabic
- Difficulty of learning Arabic restricts ability of US students to enroll in local institutions
- Lack of suitable host institutions
- Difficulty building relationships
- The result -- dearth of offerings until very recently

“Willing, But Not Able”

- Situation in public universities
 - Not one in top tier internationally
 - Lack of resources
 - Large classes
 - Poor or non-existent research infrastructure
 - Unable to meet demands of own societies
 - Lack student support mechanisms
 - Systems not compatible with non-degree students
 - AFL programs – “Islands of Accidental Competence”



Private Universities

- Most are profit driven
- Same conditions as at public universities
- Exceptions exist, but are few and far between
 - AUC, AUB, AUS, Al Akhawayn
 - Branch campuses in Qatar



What to do?

- Define your goals
 - Semester/academic year vs. Short term/Faculty led
 - Language emphasis vs. area studies vs. combination
- Invest in relationship building
 - Things don't get done unless you are there
- Expect the unexpected
- Look beyond traditional academic institutions
- If it's worked elsewhere and isn't in MENA, find out why



Program Models

- One for one exchange – pretty much restricted to AUC, AUS and AUI
- Programs for American students at places like AUC, AUI, AUS, etc.
- Provider Programs
- Language Institutes – Significant in Egypt, Jordan, Morocco and Tunisia
- Partnering with AFL programs



Provider Programs

- Programs in Multiple Countries
 - AMIDEAST – Egypt, Jordan, Kuwait, Morocco, Tunisia
 - SIT – Jordan, Morocco, Oman, Tunisia
 - CIEE – Jordan, Morocco
- Others
 - ISA – Morocco
 - IES – Morocco



Lessons from the Field

- Importance of managing expectations
 - All kinds of expectations – academic; housing; family life; student life; campus amenities....
 - Full information in printed materials; pre-departure orientation; on-site orientation; on-going support
 - Need for on-going work with local faculty on
 - Teaching methods
 - Exam questions and grading
 - Interactions with students
- Importance of local intermediaries – selection, training and ongoing communication are all critical



Comments? Questions?

Fanta Aw

American University
Washington DC

Internationalization Perspective


- ▶ Personal Background
- ▶ Professional Standpoint
- ▶ Intellectual/Scholarly Work




International Student Exchange Programs

- ▶ Work with International Student Exchange Programs
 - Growth in interest both directions– outbound and inbound– More short term programs (1 semester)
 - Need for authentic experience while preserving identity
 - Expectations of essential services/support programs
 - Growth in Enrollment of Female Students from the MENA Region


AU Experience with AU Sharjah

- AUS founded in 1997 by the ruler of Sharjah
 - Independent, not for profit co-educational
 - American Model adapted to Arab Culture
 - Accredited by the Commission of HE of the Middle State Assoc of Colleges and Schools (PA)
 - Licensed by the UAE Ministry of HE and Scientific Research
 - Licensed in the US by the Dept of Education of the State of Delaware
 - offers 26 majors and 42 minors at the undergrad level, and 13 master's degrees programs
- 


AU and AU Sharjah Affiliation

- ▶ AU signed a management contract with AUS from 1999 through 2009
 - ▶ A team of senior AU administrators relocated to Sharjah to assist in the establishment of the university and guide it through the Middle States accreditation process.
 - ▶ Faculty Exchanges
 - ▶ Staff Exchanges
 - ▶ Student Exchanges
 - ▶ Curriculum Development
- 


Internationalization Efforts American University

- ▶ Curriculum
 - ▶ Faculty Engagement
 - ▶ Student Exchange
 - ▶ Scholar /Faculty Exchange
 - ▶ Institutional Affiliation
 - ▶ Staff Exchange
 - ▶ Interdisciplinary Council – Middle East
 - ▶ Technical Assistance
- 

Internationalization Challenges

- ▶ Dominant Discourse is “Instrumentalism”
 - ▶ Expanding curriculum beyond the basics
 - ▶ Erosion of Cultural Identity as a major risk of Internationalization– IAU 2003 Survey Findings
 - ▶ Ranked Student Mobility, Research/Cultural Identity and Development Projects as top 3 Priorities– IAU 2003 Survey Findings
- 

Politics of Internationalization in the Middle East

- ▶ Multi-dimensional revolution– privatization and internationalization
 - ▶ National Symbol and Political and Economic Tool
 - ▶ Market Driven and/or State Driven
 - ▶ Tensions between Nationalism and Internationalism
 - ▶ Post 9/11 emphasis on preserving national identity while building human capital capacity
 - ▶ Perception of “Cultural Imperialism”
- 

Resources

- ▶ Shafeeq Ghabra and Margreet Arnold, “Studying the American Way: An Assessment of American-Style Higher Education in Arab Countries,” Washington Institute for Near East Policy, *Policy Focus no. 71, June 2007*.
- ▶ John Willoughby, “Let a Thousand Models Bloom: Forging Alliances with Western Universities and the Making of the New Higher Education System in the Gulf,” Working Paper Series no. 2008-01 (Washington, DC: American University, Department of Economics, 2008).

Resources

- ▶ International Association of Universities
 - IAU Web Pages on Internationalization
<http://www.unesco.org/iau/internationalisation.html>